

Instructional Coach Interview Questions

District _____ School _____ Date _____

Name and Position of Interviewee(s): _____

Interviewer: _____

Trait	Question	Comments/Notes
Schedule – job responsibilities	<ul style="list-style-type: none"> • What does your day look like? What are your primary job responsibilities? What role do you play in the school? • How is your position funded? What is the process for reporting your time? 	
Professional Development	<ul style="list-style-type: none"> • To what extent were you involved in the development of the LEA professional development plan? • How are decisions made about the professional development activities offered in your school? Who is involved in these decisions? What is the relationship between professional development activities at the building level and academic achievement needs? Subgroup needs? • How is the effectiveness of professional development activities in your building evaluated? How staff is held accountable for implementing professional development activities in the classroom? • How do teachers regularly participate in school-based professional development that is structured so that teachers continuously examine, reflect upon, and improve instructional practice? • What kind of professional development does the district/school offer all teachers/staff for ELL students? 	
Schoolwide or Targeted Assistance Program	<ul style="list-style-type: none"> • Please describe your Schoolwide/Targeted Assistance Program. Schoolwide: What kind of reform strategies does your school implement to address the needs of all students, particularly those who are low-achieving and at-risk and who are historically underserved? What kind of instructional practices are implemented to increase the amount and 	

	<p>quality of learning time? What is the process for determining if students' needs are being met? What types of data are collected? Targeted Assistance: What criteria are used to identify students for services? Who teaches these students? How does the program minimize removing students from the regular classroom - Extended learning time? Before & after school programs? Summer programs? What do children miss when they receive supplemental instruction during the school day? How is student progress monitored? What types of data are collected? How does this program strengthen the core academic program?</p>	
Differentiated Instruction	<ul style="list-style-type: none"> • To what extent do teachers use student assessment data and knowledge of student readiness, learning preferences, language, and culture to offer students in the same class different teaching and learning strategies to address student needs? How does this information impact instruction? • How are instruction and assignments differentiated in response to individual student performance on pretests/posttests and other assessment methods? 	
Academic Achievement – School Performance	<ul style="list-style-type: none"> • Talk a little bit about the assessment results from last year for your school. • Tell me about the Annual Measurable Objectives...Was two year progress made for each of the targets in all of the subgroups? • Are Annual Achievement Gaps decreasing or increasing for each of the target areas? Why? What is making a difference/what are the current challenges? • How do teachers, parents, and the community participate in the school review process? • What role does the LEA play in your school's review process and what kind of technical assistance does the LEA provide the school? <p>Rapid Improvement or Turnaround schools:</p> <ul style="list-style-type: none"> • Talk a little bit about the extended learning time and enrollment options. 	
Title I-A Program Effectiveness	<ul style="list-style-type: none"> • Is the Title I-A program in your building making a difference? How do you know? 	

Building level interview

	<ul style="list-style-type: none">• What does the evaluation process for the Title I-A program look like? Who is involved? What data is collected and analyzed? When/how often is the Title I-A program evaluated? Who is involved in determining the effectiveness of the program to increase student achievement?• Please give an example of changes that have been made as a result of past program evaluations of the Title I-A program. What academic achievement results will the leadership team be looking for this year in its program evaluation of Title I?• How does the use of Title I-A funds help foster continuous improvement and include approaches to modify or discontinue strategies that evidence indicates are ineffective in improving student achievement?	
Homeless Education	<ul style="list-style-type: none">• Who is the district homeless education liaison?• What staff has been trained on McKinney-Vento? Tell me about the training.• How many students have been identified in your building as homeless?• Is data collected on attendance and grades for these students?• What kind of services do these students receive?• How does the achievement of homeless students compare to their housed peers?	